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ADDRESSES DELIVERED AT THE MEMORIAL EXERCISES GIVEN BY THE PUBLIC-SCHOOL TEACHERS OF CHICAGO AND COOK COUNTY, AUDITORIUM, APRIL 19, 1902.

BY ORVILLE T. BRIGHT.

FRANCIS WAYLAND PARKER had no other ambition than not only to be called but to be a great teacher. His love for children was all-pervading and intense; his capacity for work in their interest knew no limits; his desire and determination that the public schools should furnish the very best opportunity for the all-around development of childhood, both in subject-matter and administration, were fixed and unswerving; the only rivalry he would tolerate was between what the individual child did and what he was capable of doing. When only ridicule was heaped upon the advocate of the kindergarten, of music, drawing, and manual training, by the entire press, 90 per cent. of the people, and three-fourths of the teachers, Colonel Parker saw clearly their tremendous educational importance, and was just as staunchly their defender as we are now, when to stand for them is only respectable. The elements of his character were so pronounced; his personality was so vivid, his faith in the future so certain; he was so intensely alive, and his great heart beat so warmly and so truly for his work, for his friends, and for all the children, that it seems almost impossible that we shall see him no more.

In the few minutes at my disposal I wish to speak only of Colonel Parker's work in the Cook County Normal School, as I was officially connected with that work ten out of fifteen years.

When Colonel Parker accepted the responsibility of the Cook County Normal School and entered upon the great work of his life, the situation was not only not ideal, but it would have daunted a less courageous man. To specify:

There was an ill-arranged and dilapidated school building, a dormitory in like condition; there was no library to speak of,

no science laboratories, kindergarten, manual training, or gymnasium; very little apparatus of any kind; and a faculty with about an equal mixture of competence and politics. The press of Chicago was hostile, not only to the school, but to the training of teachers in any way. The city teachers and principals were very conservative with their friendship or openly hostile, and the school was ignored by the Chicago board of education. The attitude of the Chicago schoolmen was much like that of the Boston masters to Quincy in the years then just gone. The only thing about it of which we had no doubt was that we didn't believe in it. The one thing of which we might with reason have been certain was that we didn't know anything about it. The financial support of the school by the county was niggardly and precarious. The fact of the matter is, the conviction that young men and women should be trained for their work in order to teach little children existed only here and there. The general public was against it. Less than twenty years have exactly reversed this sentiment.

It may well be understood that the normal school presented excellent opportunity for limitless work, courage, inspiration, and vigorous administration. It got them all. Some people have questioned Colonel Parker's *suaviter in modo*, but none have cast a reflection on his *fortiter in re*. The first year showed plainly that the faculty must be reorganized, and the doctrine that the president of a normal school should control the appointment or dismissal of the teachers was flatly presented to the board. The fight was brisk, but it was short and decisive; the question was never again raised; but dire threats followed the failure to prevent the first elimination of teachers, and, later on, five or six years of bitter struggle showed how sincere they were.

Present limits will not admit of any detail in regard to the next fifteen years' work. A vigorous policy, conceived in honesty, is sure to make enemies, but it is just as sure to make friends, and the friends of the Cook County Normal School were sturdy and true and fearless. Crises were frequent and acute. In 1890 the bitterest enemy of the school secured appointment

on the county board of education, and immediately proceeded to even up old scores (the dropping of his friends from the faculty) by a series of the most unfair and unreasonable examinations of the practice school. The results of these examinations were published and sent over the entire country, but the spirit that instigated them was so apparent that little harm was done. The avowed object was to "down Colonel Parker," but he wouldn't "down." From 1890 to 1898 the struggle was incessant, and annually for several years the result turned on one single vote, but we always got that vote. Moreover, the school received better financial support. The work of the school went nobly on, gaining each year, Colonel Parker never for a minute losing courage nor doubting the outcome. Students came from all parts of the country, and some from other countries, and for the last few years of the Cook County Normal School we had a hundred fine graduates each year. The practice school increased so that there was not room for the children. A choice library grew up, including ten thousand volumes, and a collection of more than twenty thousand clippings and pictures, selected, mounted, and catalogued by Mrs. Parker. Effective gymnastic training was provided, excellent laboratories were established, together with valuable cabinets, both historical and natural. A fine kindergarten and manual-training department were added, and a printing establishment was set up. There was a general renovation of the buildings, new furniture was supplied, and the schoolrooms were beautified with pictures and casts. But, as part of the school, all of these were as nothing when compared to the corps of teachers Colonel Parker's tireless efforts had gotten together. A few of these teachers had been found ready-made, but most of them were trained in the school, and it is safe to say that no more earnest, efficient, and devoted body of teachers ever worked to carry out the purposes of an inspired leader.

January 1, 1896, the Cook County Normal School, thus thoroughly equipped, with its magnificent property and its splendid record, was transferred to the city of Chicago, and became the Chicago Normal School. Not only the school property, but

the entire faculty, was accepted by the city board of education. It was a memorable night for the city of Chicago. The school was adopted because the people of Chicago demanded it, and this demand was voiced by the Chicago press. The faculty, including Colonel Parker, was retained in charge of the school because the people of Chicago would not have it otherwise, and hundreds of them were in attendance at the meeting so that there should be no mistake as to what they wanted. The excitement was intense and the scene dramatic. The shuffling uncertainty of conservatism was on exhibition, as it always is. The man who had struggled so persistently to bring about the downfall of Colonel Parker was then a member of the city board, but he was obliged to submit to the inevitable; the people had their way, as the people always can have their way.

From the Chicago Normal School, under Colonel Parker, two classes of nearly four hundred each were graduated, and these city students have shown the same loyalty to their leader as was formerly shown by the students of the county. In the spring of 1899, on the recommendation of Colonel Parker, the course of study was changed from one year to two years, and this was his last service to the city as principal of the school, his resignation following in June of the same year.

The influence of the Cook County Normal School on the schools of Chicago, of Illinois, and of the Northwest has been profound. Nothing could be wider of the mark than to speak of this school as a training school in methods or devices. The aim of instruction was set forth in a report of the principal in 1890. Pupils were entitled to diplomas on the fulfilment of certain conditions :

1. Attendance for the full time allotted.
2. Satisfactory evidence of a high appreciation of the duties, responsibilities, and possibilities of the teacher's profession.
3. Sufficient knowledge and skill to warrant the beginning of the work of teaching.
4. Ability to control, govern, and teach a school fairly well.
5. A knowledge of the principles of education, sufficient to guide the candidate to the discovering of right methods.

6. A love for children and devotion to the work of teaching.
7. Tact to adapt oneself to circumstances, and, at the same time, courage enough to cling to a growing ideal of the teacher's functions.
8. A close, earnest, persistent student of the science of education and of the subjects taught, and a habit of preparing very carefully every lesson and all other work.
9. Good health and an excellent character.

So far as academic education was concerned, a four-years' high-school course was demanded for admission; but Colonel Parker's *ideal* of preparation is stated in these words: "A four-years' course in a good college should supplement a high-school course before the student enters upon professional training. It is far preferable to have a college course without professional training than to have only a high-school course with training. The true requirement should be the college course *and* professional training."

Again he says: "There is no question that the fundamental cause of imperfect teaching is due to the ignorance of the subjects to be taught, or that the abuse of text-books is largely due to the same cause; it is also true that the mere study of methods cannot be substituted for deficiency in knowledge of subjects taught."

Again: "If a pupil, after years of study, has not acquired a deep, abiding love for the subject studied, he has acquired very little. A strong desire to continue indefinitely the study of a subject is the result of proper teaching and is an unfailing indication of true knowledge of that subject. The first endeavor in the work of the professional training class, and the one too often omitted altogether, is to cultivate an all-controlling desire for study."

And again, so far as school government is concerned: "The one rule of order is: Do everything possible to help the work of the school, and nothing to hinder it. The direct function of the teacher is to help others, and the main idea of the school is to develop this function among the children."

This is a high standard for the training of teachers, and it is

the standard which controlled in the Cook County Normal School. It makes the inculcation of methods and devices seem petty and trivial. From the standpoint of teachers bound to a course of study, requiring a given amount in a given time, and where estimates of proficiency were gauged by per cents. and final examinations, it was hard to understand. Time and patience were required to make this standard prevail to any great degree among public-school teachers, but at the present time the schools are few indeed which have not felt its influence to a greater or less extent. Since Colonel Parker came to Chicago the whole spirit of teaching has changed. The study of children and their needs has been profound, and the work of the school has been determined from the standpoint of the child, rather than from that of the adult. The new education has put teachers on the defensive as regards subject-matter to be taught and when to teach it, and as to the management of children. The defense of the teacher's work, and the furnishing of adequate reasons therefor, are sure to modify that work, if not radically change it. This service to the schools has been incalculable, and it would be a poor observer indeed who should not accord to Colonel Parker profound influence in bringing about this result. Sincerity, which was born of profound conviction, prevailed in all the work of his school, and this sincerity was developed in his pupils. As a superintendent of schools, I have been associated with hundreds of them, and they have been more zealous to learn, more susceptible to suggestion, more earnest inquirers after truth than any other teachers whom I have ever known. The prevailing sentiment among the graduates of the normal school was that their work in learning how to teach, instead of being finished, was only begun. The criticism has often been made that the quality most prominent in the graduates of normal schools is conceit, but I should say of Colonel Parker's students that this quality is most noticeable for its absence. The graduates of the Cook County Normal School have become leaders in education in many parts of the country, and they have preserved an unswerving allegiance to the man who was the inspiration that determined their educa-

tional ideals. The influence of these graduates has, of course, been most felt in Cook county and northern Illinois, where they have been most numerous.

Illinois has sometimes been called the storm-center of educational thought and progress during the past five years. To whatever extent this is true, it is due, in no small degree, to the high standard and the unswerving purpose which obtained as a part of their training.

The all-important correlation of studies, as it has to do with proper mental development and economy of school time and effort, received its greatest impulse in the carefully elaborated course of study which appeared in 1892. Few schools could carry it out in its entirety, but it has greatly modified a large proportion of the courses of study made since that time. Its influence is most notable in three ways: in the very general study of elementary science which has prevailed in primary and grammar schools of late years; in the enrichment of the elementary courses of study with the literature suitable to childhood; and in the recognition of the principle that an all-around development of the child demands the training of the hand as well as of the head.

Even this brief sketch of Colonel Parker's work in Englewood would be incomplete without reference to his home and the beautiful spirit that presided therein. Mrs. Parker was her husband's constant adviser and oftentimes his inspiration in all matters pertaining to his school work. Her unfaltering allegiance and never-failing courage were his strong support. A woman of rare accomplishments, of fine literary and artistic tastes, her home became a center of attraction for teachers and towns-people of culture and refinement. It was my high privilege to be a welcome guest in this home, and to share with a few others each Sunday afternoon during the last few months of Mrs. Parker's life the charm of her conversation, which was unimpaired by physical pain and weakness. She was dominated to the very last by the keenest interest in all that pertained to the new school which was then under consideration. And though she could not live to see her dreams fulfilled, the memory of

her glorious heroism and devotion will ever be an inspiration to those who shall carry on the work.

The man who has impressed himself upon his time for good, and this in matters pertaining to the education of children—who shall measure the results of his work? His influence goes on and on and on for all time. This we believe Colonel Parker has done, and for this we meet today to honor him.

BY HOMER BEVANS,  
Principal La Salle School, Chicago.

What follows is an extract of Mr. Bevans's address, in which he reviewed the great periods of intellectual advance in Europe, together with the periods of decadence calling forth reformers. The extract treats of the latest epoch, taking place in America.

IN America creative man reasserts himself. He will make new homes, new sentiments, new institutions, new industries. New freedom, new skies, wide forests, and the swinging ax make new brawn, fiercer zeal, and boundless courage. Brawn and brain are now enlisted together to make all things new—a new democracy and education anew.

The practical is profoundly intensified in the New World, and nature forces a new and real education. Clearing and building; devising, inventing, and constructing tools, machines, and engines; working in forest, field, stream, and factory; constructing new institutions—mind grew apace. A real education, based in useful doing, developed a most forceful, progressive people for conquest of nature far exceeding all that had heretofore been accomplished. All virtues by which man has dominated the world were the outcome of this practical education. Industry and providence grew by their exercise, encouraged by just and natural rewards. Patience, persistence, and steadiness of purpose; loyalty, faithfulness, and truth, found a new development and intensification in the neighborly, co-operative taming and ordering of the wilds of nature to the uses of a higher intelligence, to the services of a more keenly appreciated freedom and independence. The book and the schoolhouse were supplemental, and justified a new and universal belief in

their efficacy for support of a new home, a new state, a new morality.

Those by whom this new engine, this new "supplemental" education, was devised were already a chosen few, with a heredity of courage, activity, intelligence, and strength. Virility of character they brought with them. Feebleness, disease of mind and body, shiftlessness and thriftlessness that sink to pauperism and vice, were left behind. Superior brain and brawn are needed to cope with savage wilds.

When the school became perverted; when it no longer adhered to the practice of supplementing the education of contact with varied things and doings; when the teacher's office became a semi-political job; when the schoolroom came to be looked to by the place-hunter as to a feathered nest; when the insanities of shirk and inertia obtained in its conduct; when compulsion and violence ruled, instead of gentle persuasion and attraction; when the hatred of the book burned in the boy's heart, because of its use for punitive measures after hours legal and just; when the youthful culprit, having studied spelling through the day, must take a spell of writing a hundred words after regular hours to appease the wrath of an angered taskmaster; when the teacher's chair came to be occupied by the shirk or feeble time-server—then forth fared from Bedford, with its pine-crowned heights and rushing Merrimac, the prophet of reform.

Socrates had lived; had exposed the verbal juggling of sophists, and with high moral virtue and supreme courage indicated to humanity a better intellectual course; had been condemned by the politicians as a corrupter of youth; had died a martyr for a truer education. Komensky had spoken, condemning task in meaningless words for helpless, confiding, hopeful youth. Pestalozzi had lived, and loved little children and the common people, and insisted on joy in the children's schools. Froebel had pleaded for a real teaching and teaching by realities for the little children. What was to be the work of our prophet from Bedford? We think disease is contagious. Health also is contagious, and courage, and enthusiasm. Agassiz signed

himself "teacher." New England Parker was proud of his great office and would exalt it, would make himself great in it. To him the highest function was that of *artist teacher*.

From Bacon to Spencer the progress of science and the arts had necessitated change of ideals, and demanded change of practice in education. Conservatism, the traditional in educational custom, yields only to the compulsions of a powerful enthusiasm. The almost universal cultivation of passivity in the school will not easily yield. The developing of reflex action in the recognition and utterance of words, the fetishism of the book—the spelling-book, the number-book, and the grammar-book—does not brook the demand for intelligent investigation of *things*, the cultivation of initiative, the exercise of constructive energy, the modern, investigating, demonstrating science.

With burning zeal, with inspiriting enthusiasm, with abiding love for his work, with high and sensitive pride in his office, with genial and generous intercourse, with relentless combativeness for opponents and obstacles, our prophet has demonstrated the better way, has worn out the traditions, has exposed the barbarism of modern educational fetishism. With a great faith in the heart and mind of the people—the unprofessional—he simplified and spread and popularized educational knowledge and theory. He would have the whole American people, the whole world, studying how to train, how to educate.

Carlyle says: "The great man, as he comes from the hand of nature, is ever the same kind of thing." "They are all of one stuff." Thus it is that our prophet of New Hampshire comes to be American, and one with the reformers of men. His is the glory of arousing a new faith in democratic, universal common-school education, through and by the *artist teacher*, proud of his work, and industrious to perfect it for the sake of the child.

BY BISHOP JOHN LANCASTER SPALDING.<sup>1</sup>

THE highest social functions are performed, not by conquerors or rulers or legislators, or the providers of the necessities, com-

<sup>1</sup>From *Chicago Teachers' Federation Bulletin*, through the kindness of the editors.

forts, and luxuries of physical life, but by teachers, whether they be mothers, priests, poets, discoverers, inventors, or schoolmasters ; and that which is indispensable and of paramount importance in the teacher is not so much knowledge as character, since the great purpose and end of education is to form character, and this can be rightly done only by men and women in whom there is a hunger and thirst for human excellence. Others deal with the things that concern life ; the teacher, with life itself, which it is his business to foster, develop, and produce in higher and higher potency.

Character is a persistent pursuit of what one believes in, admires, loves, and feels himself able to accomplish. If this is material, he is a matter-of-fact man, having the significance and worth of a machine ; if it is spiritual, he lives in a world of thought and freedom, where all things are possible. One may be drawn to what is useful and pleasant, or he may be overmastered by a passion for what is true and right, and so be empowered to neglect or scorn what is merely useful and pleasant. He whose ideal is use and pleasure belongs to the unreasoning crowd ; he for whom truth and justice and love are the only sufficient ends of life belongs to the few, whose faith and example become light and strength for the purest and the best. If his country be made a desert, if his people be overwhelmed and scattered, he shall abide ; for what he believed in and lived by is eternal.

This is the spirit of all genuine teachers. They believe in the good of life, and in the surpassing power of right education. Their one aim is to uplift, strengthen, and enlighten men ; to enable them to know and love the vital truth, which gives the inner freedom that makes man the noblest and most blessed of God's creatures. That one should be poor, should be unrecognized, should have to toil that he may live, is not in their eyes a thing to be dreaded. For them the infinite evil is to be ignorant, is to be base, is to be the slave, not of a tyrant, but of instinct and passion, of lust and hate and greed. Poor men have been heroes acclaimed of all the world. Men who have walked and died in obscurity have risen to shine forever like

fixed stars. The divinest being who has appeared in human form toiled that he might live. But the victims of ignorance, of greed, of hate and dishonesty, though they be kings, though a nation's wealth be heaped about them, are interesting only as a contrast to what constitutes the worth and dignity of man. They are but weeds that prove the soil's fertility. Though the people dream and think and talk of trade and commerce and wages; though they place but a money value on genius, virtue, and beauty; though they consider as naught what cannot be weighed or counted, the God-appointed teacher, with ever-growing insight, sees that the real things whereby man's soul is nourished can neither be weighed nor counted. He is a lover of human perfection, intellectual, moral, and physical. He would give his life to make men wiser and more virtuous. He feels that all values are educational values—means whereby life is sustained, enlarged, and purified; that life itself is enrooted in God and draws from him its substance, its energy, its beauty, and goodness.

No genuine teacher has ever been inspired or guided by mechanical ideals. His genius and power spring, not from the arithmetical or logical faculty, but from his capacity for infinite faith, hope, and love, of which are born infinite patience and painstaking. It is his sympathy with all that is human that gives him the insight which imparts the skill to develop what in man is best. Above all is he attracted to little children whom God sends into his world to awaken sympathy, love, and devotion; whom he showers like blossoms in spring, to teach us to hope and labor for ever diviner harvests. His spirit is rather that of a generous and dauntless youth than that of a calculating man. There is in him something of Plato, and vastly more of Christ. He is an idealist and reveals the soul to itself. His pure eye reflects the azure heavens; the flowers spring from beneath his feet; he is free, tranquil, and joyous, at home in his Father's house, though he be beset by enemies and have not where to lay his head. No difficulties affright, no obstacles deter him. He is certain that the work he does is the noblest task which can be set for man. He therefore does it with all his heart and finds sufficient reward in the doing.

Such a man and such a teacher was Colonel Parker. He was not a man of rich and varied learning, not an original thinker, not a logical reasoner, not a master of style; but he was one whose faith in the power and value of education was deep and living. Such a faith, springing as it does from genuine interest in human perfection, begets an abiding enthusiasm which leaps from soul to soul. He who is thus inspired is not indifferent to anything that concerns the welfare of his fellows. He stops not to argue; he hears not those who suggest doubts and misgivings; he asks not whether there be danger of failure. An inner impulse urges him on; he will do what he can, come what may. His presence breathes courage, confidence, and gladness. His pupils feel that they are able to do what he demands of them, and so they become able. His voice is like the shout of captains when they lead to victory. His eye awakens and fixes attention; his whole manner stimulates and sustains the desire to improve. Where he is there is little question of rules, for he is himself a law for all, putting forth the highest educational force which is the influence of a genuine personality on persons. When, a quarter of a century ago, Colonel Parker was put in charge of the schools of Quincy, they were quickly transformed, as the spring rain and the sunshine transform the naked earth. A new spirit breathed, and a new life sprang forth; and it was not long before teachers all over the country began to lift their eyes to this dawn which had broken with promise of a fairer day. Here was one who trusted in man's creative soul more than in mechanism and methods and routine and drudgery. Here was a bringer of hope and joy to the teachers who were wandering neglected and unillumined mid arid wastes. They began to look to him as to the leader for whose coming they had yearned.

What he brought them was not a new and original theory of education and pedagogy. It was a new spirit which was to interfuse itself with their work, and little by little to transform the whole process of teaching. The schoolroom became more like a home where there is a loving association of all the members; where life is free and joyful; where work is pleasant and

invigorating; where the tiresome routine of text-book and recitation is relieved by drawing, modeling, and music; where the pupils are gently led on to express their own thoughts in their own words, and not passages learned by rote. Obedience, confidence, courtesy, and respect were made easy; individuality was developed; the duller pupils were encouraged and assisted, while self-consciousness and conceit were repressed in the brighter. The yoke of slavish conformity to rules was lifted from the neck of the teachers, who were accustomed to study the peculiarities of each child and to fit the means to the end, while they themselves were made to feel that the essential and decisive thing in a teacher is not learning, but ability to teach. In the examinations the test was skill, power to think and do, and not merely knowledge.

The teacher is the school, and it was to the forming of teachers that all Colonel Parker's efforts were directed. He believed that the most important social function is performed by the educator; and he held, consequently, that the best work one can do for society is to raise to highest efficiency the men and women whose vocation is to inspire, instruct, counsel, and guide their fellows, not in the things which concern their temporal affairs chiefly, but in whatever pertains to wisdom, conduct, and character. The good is all that ministers to spiritual life, to intellectual strength, to moral freedom, to righteousness; and they who follow the teacher's calling should feel that their task is God-given, that their work is divine. They should have courage, self-confidence, enthusiasm, zeal, devotion; and that this may be possible they must be trained in the atmosphere of liberty, wherein alone self-respect and self-reverence, the foundation of all virtue, can be learned. They must be able to do their work with a cheerful and joyous spirit, for whoever does well and wisely acts in this spirit. That they may dwell in the pure air of high and tranquil thoughts, they should be protected from all annoyances and restraints other than those necessarily involved in the work they do. They cannot succeed if they have not the willing mind to which nothing is hard, and everything, therefore, should be done to create and foster in them love for their work.

The brave and cheerful delight us, have power over us, and influence us for good, because their world-attitude is the result of a true view of things, which, in revealing to us that to be is better than not be, creates within us the feeling that the more we are alive, the more nearly we are akin to the eternal source of all that is.

To these help-bringing and joy-inspiring souls Colonel Parker belongs.

That he was a lover and molder of teachers it is not necessary here in Chicago, or in America indeed, to affirm. As the principal of the Cook County Normal School he sent forth, year after year, eager, enlightened, devoted men and women, whose work in the schools of Chicago has not been rightly recognized or appreciated by the people of the great city in which they have wrought with so much intelligence and zeal. He himself was not understood or esteemed at his real value except by the few who entered the narrow circle of his personal influence. How shall an idealist, an enthusiast for human perfection, have honor in a world given over to the worship of mammon and vulgar success? Yet how pleasant it is to see an American who is enthusiastic about anything that is not a mechanical invention, or a gold mine, or a phenomenal increase of population or territory, or the sudden emergence of a plutocrat! But money and machines never inspired a noble thought or a pure love or an unselfish devotion. They cannot create the moral climate wherein the bringers of divine gifts live.

They tend to make men the victims of routine and detail; they beget a servile spirit by turning thought and desire to the pleasure and the power which wealth procures, away from the pleasure and power which are born of the exercise of the higher faculties, which spring from the activity of the soul, from the intellect, the conscience, and the imagination. They destroy faith and freedom, and fashion a public opinion which calls liberty license, and accustom the people to prefer material interests and ends to those which are ideal and absolute. So the great principles and heroic faith which enabled our fathers to establish this government are forgotten and forsaken. There is no more

certain symptom of such general decay than the loss of liberty in the schools. If the individuality of the teachers is repressed ; if their sense of security is enfeebled; if it is made difficult or impossible for them to work with brave and cheerful hearts; if they are controlled and hampered by petty rules and regulations, nothing can save the school itself from ruin.

It was his firm grasp of this fundamental truth that made Colonel Parker an educational leader, a lover and teacher of teachers ; and if we are to save our democratic institutions and civilization from destruction, we must more and more work in his spirit.